



Sequoia Choice School Arizona Distance Learning School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

165 N. Centennial Way Suite 108,110, Mesa, AZ 85201

Sequoia Choice Schools, LLLP

AZ LEARNS¹

Elementary Achievement Profile ^(a)

2004-05 Performing

2003-04 Performing

2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile ^(a)

2004-05 Underperforming

2003-04 N/A

2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05 Not Met

2003-04 Met

2002-03 Met

School Improvement Status ^(b)

2004-05 Warning Year

2003-04 N/A

2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Linda Harless
Schedule : 09:00 AM to 05:00 PM
Grades : K-12
2005 Enrollment : 636
Web Address : scazdl.org
Phone Number : (480) 655-7005
Fax Number : (480) 655-7911
E-mail : lz@scazdl.org

Mission

The mission of Arizona Distance Learning is to assist families in educating their children through professional educational support services; to monitor their progress and utilize technology to prepare them in competencies, character and confidence.

School / Academic Goals

- Ü Arizona Distance Learning School will assist students using creative methods and environments to mitigate artificial boundaries and thus meet or exceed the Arizona Academic Standards.
- Ü Arizona Distance Learning School will explore and utilize new ways to use technology (e.g., Internet, streaming media, etc.) in an alternative educational environment in order to prepare students for the future.

Enrollment

October 1, 2004 School Year Student Enrollment : N/A

Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 636

Instructional Programs

- Ü Alternative Education
- Ü Technology-based Learning
- Ü Individual Education Programs
- Ü Computer Labs with teachers available
- Ü Partnerships with colleges

Calendar Information

Number of Instruction Days : 180
 Average Daily Instruction Time : 6 hours 0 minutes
 First Day of School : 7/1/2005
 Last Day of School : 6/30/2006

Shared Responsibilities**School**

AZDL provides curriculum technology and support, as well as assessment of the students. Guidance and counseling for learning styles and future education is offered. We also provide instruction and curriculum which can be individualized.

Parents

In order to support the teaching staff, parents agree to fulfill the responsibilities listed in the Contract of Expectations. Among parents' responsibilities are, logging attendance and checking their email for new information from the staff.

Transportation Policy

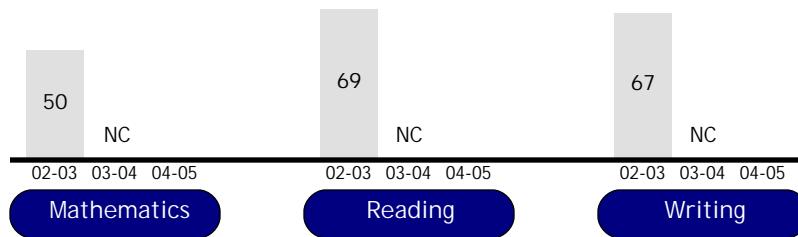
Since the emphasis of our program is on family participation, families are asked to provide transportation to enrichment activities, classes, testing or counseling services.

School Honors**Awards or Special Recognition Received By the School, Staff or Students**

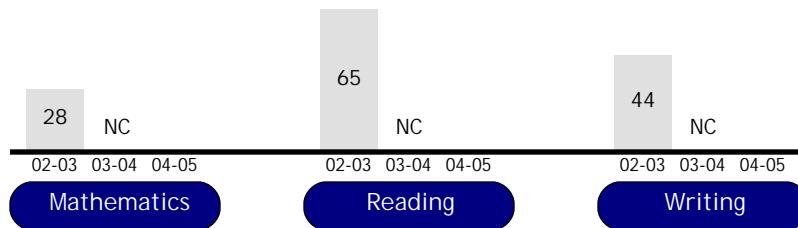
Award/Honor	Year
Ü Various Scholarships	2000

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

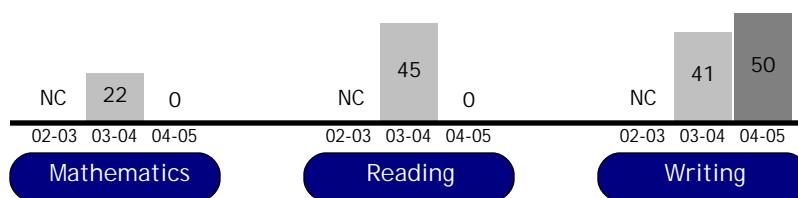
3rd Grade Proficiency



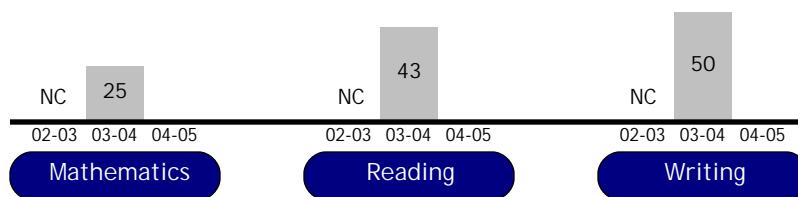
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

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Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	54	54	50	NC	NC	NC	58	92	48	48	47
	Language	93	48	48	43	NC	NC	NC	50	92	43	43	47
	Mathematics	86	44	44	57	NC	NC	NC	64	92	38	38	50
3	Reading	94	45	45	47	NC	NC	NC	55	77	60	60	44
	Language	94	46	46	54	NC	NC	NC	61	77	54	54	44
	Mathematics	100	34	34	54	NC	NC	NC	61	77	51	51	51
4	Reading	100	31	31	52	NC	NC	NC	56	NC	NC	NC	48
	Language	100	26	26	48	NC	NC	NC	52	NC	NC	NC	49
	Mathematics	100	23	23	57	NC	NC	NC	61	NC	NC	NC	53
5	Reading	100	59	59	50	NC	NC	NC	55	NC	NC	NC	50
	Language	100	41	41	46	NC	NC	NC	49	NC	NC	NC	50
	Mathematics	100	39	39	57	NC	NC	NC	63	NC	NC	NC	49
6	Reading	92	69	69	53	100	NA	NA	56	67	58	58	51
	Language	92	52	52	45	100	NA	NA	48	67	51	51	47
	Mathematics	92	62	62	62	100	NA	NA	66	67	51	51	52
7	Reading	100	72	72	51	85	47	NA	54	69	50	50	50
	Language	100	73	73	54	85	34	34	58	69	43	43	52
	Mathematics	100	77	77	58	85	NA	NA	62	66	38	38	50
8	Reading	NC	NC	NC	53	100	59	NA	55	88	39	39	51
	Language	NC	NC	NC	49	100	53	53	52	88	39	39	50
	Mathematics	NC	NC	NC	58	100	63	63	61	88	36	36	53
9	Reading	NC	NC	NC	41	83	43	NA	42	50	48	48	51
	Language	NC	NC	NC	42	83	38	38	42	50	45	45	50
	Mathematics	NC	NC	NC	60	88	50	50	63	49	44	44	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

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School Site Council

Council Composition	Council Duties
2 School Administrator(s)	Ü School Communications
2 Non-certified Employee(s)	Ü Professional Development
4 Teacher(s)	Ü School Policies
4 Parent(s)	Ü Student Activities
0 Community Member(s)	Ü Academic Performance
2 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	17.00
Other Professional Staff	.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	3	1	0	0
7 to 9 years	0	1	1	0
10 or more years	1	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Dance/Theater Studio
- Ü Media Studio

Extracurricular Activities

- Ü Field Trips and Enrichment Activities
- Ü Athletic Club
- Ü Performing Group

Social Services

- Ü Counseling Services
- Ü Recreational Activities
- Ü Parenting Assistance
- Ü Technology Literacy Classes

School Achievements/Accomplishments 2004-05

- Ü We have provided educational support for students who need or want an alternative education environment.
- Ü We successfully integrated technology into student and teacher interaction.

Student Activity Rates for School Year 2004-05

		Arizona		
% School		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	NA	95	94	95
Transfers Out Rate ⁵	72	12	12	17
Transfers In Rate ⁶	1004	28	28	37
Stability Rate ⁷	27	87	87	82
Promotion Rate ⁸	30	96	95	81
Retention Rate ⁹	13	1	1	3
Dropout Rate ¹⁰	40	0	1	6
Status Unknown ¹¹	34	0	1	4
Graduation Rate ¹²	18	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We reviewed the incidents which occurred and decided that most of the incidents were related to where the computer lab was located. To reduce or eliminate the incidents we relocated to a new location this school year.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

12

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Linda Harless/Ron Neil	(480) 655-7005
Transportation Policy		
Community Resources	Linda Harless	(480) 655-7005
School Nutrition Programs		
Parent Organization	Linda Harless	(480) 655-7005
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srccs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

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Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.